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ABSTRACT

The responses of 38 preservice teachers enrolled in an education course entitled "Teaching in a Pluralist Society" were obtained through interviews, essays, and survey instruments. The students' responses were analyzed in relation to their knowledge of multicultual education, inter-ethnic experiences and behaviors, and attitudes and feelings about self and others. Three groups of students participated in the study: 25 were volunteers, eight were nonvolunteers, and five were "resistors" (reluctant learners, as identified by the instructor). Preliminary findings are discussed in the areas of: (1) common patterns among students with positive attitudes toward the course; (2) relationships among increased knowledge, changes in attitudes, and feelings toward other ethnic groups; (3) attitude changes between students having frequent previous high quality inter-ethnic experiences and students having infrequent low quality inter-ethnic experiences; (4) attitude changes in students with positive initial attitudes; (5) comparisons between students' initial and final attitudes; and (6) comparison between the initial and final variables of the five students who changed most and the five students who changed least. Tentative conclusions and implications are presented. (FG)

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The Relationship of Selected Antecedent Variables to Outcomes of Training in Multicultural Education for Pre-service Teachers

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Introduction

All of the children of all of the people must receive an equal educational opportunity. It is this lofty, but important goal which motivates many of us committed to public education. Research has demonstrated repeatedly the pivotal importance of the teacher's role in providing effective learning experiences for students. In our increasingly pluralistic society, the teacher must possess a broader range of awareness and appreciation of similarities and differences present in students and a greater variety of instructional strategies which will insure effective learning. Toward this end, the state of Indiana has mandated training in multicultural education for all pre-service teachers. The course offering, M 300, "Teaching in a Pluralistic Society," is Indiana University's response for secondary teachers to this mandate.

During the spring of 1980, a pilot study of the effectiveness of M 300, involving a third of the students enrolled in the course, was conducted by this investigator as a precursor of the study discussed later in this paper. Results of the pilot study combined with student course evaluations collected over six semesters indicate a consistent pattern of from 10% to 40% of M 300 students who do not respond positively to the course. A comment made by one student during personal interviews conducted as part of the pilot study illustrates a viewpoint of students in this small group:

> This course was kind of interesting, but didn't affect me. As far as I'm concerned, it's not what color you are, it's what you can do. The course was not relevant to me. It seemed as if I were learning nothing.

Purpose and Variables to be Studied

The course as designed provides the same set of learning experiences for all students. The current study was motivated by the desire to understand better the wide variation in student responses to the course. A central purpose of the study was to describe ways in which pre-service teachers who differed from one another on the variables of knowledge of multicultural education, inter-ethnic experiences, inter-ethnic behaviors, and attitudes and feelings about self and others, responded differently to the learning opportunity provided in M 300. A further purpose was to describe patterns of relationships observed across selected pre-service teacher variables and corresponding responses to M 300 in order to form hypotheses explaining differing learner outcomes.

Previous research guided the selection of variables to be studied. The Stages of Ethnicity Typology, developed by James Banks, suggested the importance of self-concept, attitudes toward one's own ethnic group, and attitudes and behaviors toward other ethnic groups in the growth of an individual toward stage five, multiethnicity. In stage five, one "...has clarified, reflective, and positive personal, ethnic, and national identifications..." (Banks, 1981, p. 130-134). Both ethnic group membership and gender are related to one's stage of ethnicity (Ford, 1979). Allport's social contact theory describes the conditions necessary if inter-ethnic group contact is to be positive and potentially prejudice reducing (Allport, 1954). These conditions have guided an informed investigator judgment concerning the quality of previous inter-ethnic experiences of students in the study. Many other studies have indicated the importance of considering the nature of the intergroup contact experienced

(Bennett, 1979; Clement and Harding, 1978; Cook, 1978; Sagar and Schofield, 1979; Schofield, 1979). One study, reported in a review of literature on prejudice reduction, suggested that positive attitudes toward people in general may be an important quality enabling persons to develop more positive attitudes toward specific groups of people (Pate, 1981).

Overview of Procedures

Data Sources

A combination of quantitative and qualitative research procedures was selected for observing the variables. The personal interview became the centerpiece of the data-gathering process. Its usefulness and appropriateness in social science research has been well documented (Bogdan and Taylor, 1975; Guba and Lincoln, 1981). Personal documents were obtained from students, including journal entries and two essays. Examination of personal documents through content analysis has yielded rich data in previous research (Bogdan and Taylor, 1975; Krippendorff, 1980). Data were to be corroborated through an interview with the instructor, responses to paper and pencil instruments, and use of the member check with eight randomly selected participants.

Students enrolled in two sections of M 300 taught by the same instructor volunteered to participate in the study and were interviewed by this investigator on three occasions during the spring semester, 1981. For each of 25 volunteers, the initial interview was conducted during the first week of the semester, while the following two interviews took place during the final four weeks of the semester. In addition, one interview was conducted with each of eight "non-volunteers" and five "resistors." "Resistors" were seemingly

reluctant learners, identified as reluctant by the instructor. Pretest data were available for some of these individuals interviewed once. Most participants responded to a pretest/posttest consisting of selected knowledge and attitude measures. The investigator examined student journal entries focused on reactions to class activities, and two student essays in which students analyzed their own ethnicity and the process of learning more about it. Participants responded to the Interracial Contact Scale to document previous inter-ethnic experience (Bennett, 1981).

Data Analysis

Interview data were transcribed to preserve the participants' own words. The variables selected for study were each assigned a different color, permitting the color coding of interview transcripts, student journals, and student essays. For each participant in both January and May, profiles were then developed using the student's own words to describe the nature and extent of the individual's knowledge of multicultural education, previous inter-ethnic experience, inter-ethnic behaviors, and attitudes and feelings toward self, own ethnic group, other ethnic groups, people in general and M 300. The Individual Summary Sheet reflected conclusions drawn from the profiles about the individual in terms of the variables both initially and at the end of the course. The summary sheet then became the basis for describing similarities and differences among individuals and among various groups of students. Research questions provided a focus for describing emerging patterns.

Research Questions and Preliminary Findings

1. Is there any common pattern of initial student variables (knowledge, experience, behaviors, attitudes and feelings)

observed for those students who express positive attitudes and feelings in over half of thepersonal statements made about their reaction to M 300 in interviews, essays or journals at the end of the course? If so, what is the nature of the pattern observed and how is it similar to or different from the data for those not expressing positive attitudes and feelings toward the course?

The table below reports data for students indicated in question 1.

Table 1
Initial Student Variables for Students Expressing Positive Attitudes and Feelings Toward M 300 Contrasted with Initial Student Variables for Students Expressing Neutral, Mixed or Negative Attitudes and Feelings Toward M 300

Variables:		Positive, N-29 female, 70% male, 30%	Neutral, Mix, Neg, N-9 female, 37.5% male, 62.5%
Knowledge	Low:	27, 100.0%	5, 100.0%
	No data:	2	4
Experience	Frequent, high quality:	22, 75.9%	8, 88.9%
	Positive or neutral:	15, 51.7%	6, 66.7%
	No data:	0	0
Behavior	Positive:	18, 72.0%	3, 60.0%
	No data:	4	4
Attitudes/ Feelings	Self, accept:	15, 75.0%	4, 80.0%
	Own, accept:	15, 75.0%	3, 60.0%
	Other, accept:	5, 25.0%	2, 40.0%
	General, accept:	12, 60.0%	3, 60.0%
	No data:	9	4

Interesting similarities among those who expressed positive attitudes and feelings toward the course include a low level of knowledge of multicultural education, frequent previous inter-ethnic

experience of a generally high quality, positive inter-ethnic behaviors, and accepting attitudes toward self and own ethnic group. Mixed or rejecting attitudes and feelings toward other ethnic groups were expressed by 75% of these students. The reader will note that a greater proportion of persons in the positive group are female. The suggestion of sex differences in the area of racial/ethnic attitudes has been indicated by previous research (Ford, 1979) and was present repeatedly in interview data. For example, a number of participants described their mothers as more open and tolerant than their fathers with respect to attitudes toward other groups of people.

Similarities shared with students expressing less positive attitudes and feelings toward M 300 include a low level of knowledge about multicultural education and accepting attitudes and feelings toward self. Both groups were somewhat mixed in their acceptance of people in general.

The less positive group of students differed in some fascinating ways from their more positive peers. A greater portion of them reported frequent, high quality inter-ethnic experience. And of those reporting such experience, a larger share characterized it as positive or neutral experience. Proportionally fewer reported positive inter-ethnic behaviors and accepting attitudes and feelings toward their own ethnic group. In this group, 60% expressed mixed or rejecting attitudes and feelings toward other ethnic groups.

2. What is the relationship between the increased knowledge variable as measured by pretest and posttest and the attitudes and feelings toward other ethnic groups variable as revealed through personal interview, journal entries and selected attitude measures?

All 21 participants who responded to both the pretest and posttest displayed increased knowledge of multicultural education. On a knowledge test having 42 possible points, the amount of change ranged from 1 to 40. Twelve of these students (57.14%) also showed more accepting attitudes and feelings toward other ethnic groups. Seven of twenty-one remained unchanged in attitudes and feelings toward other ethnic groups. Four of the seven were already accepting toward other groups in January. Two individuals with knowledge gain became less accepting toward other ethnic groups. The data did not indicate that the greater the knowledge gain, the greater the acceptance of other ethnic groups.

3. What are the differences and similarities observed in initial and final attitudes and feelings toward the student's own ethnic group, other ethnic groups, people in general and M 300, as revealed through personal interview, journal entries, and selected attitude measures, when comparing students having infrequent, low quality previous inter-ethnic experience with students having frequent, high quality previous inter-ethnic experience as documented through personal interview and response to the Interracial Contact Scale?

Table 2 presents data for the 25 volunteers for whom most complete descriptions exist. Additionally, the available data for ten of the thirteen "non-volunteers" and "resistors" are included in the "other ethnic group" category because data for them are not available in other categories. A third group emerged from the data beyond the two groups of students suggested for comparison in question 3. This group has been labeled "mixed" because inter-ethnic experiences prior to college differed too greatly from more recent

Table 2

Comparison of Initial and Final Attitude and Feeling Data for Students Having Different Previous Inter-ethnic Experience (Reported in %)

		Attitudes and Feelings										
		Self[a]		Own		Other		General		M 300[b]		
		I	F	I	F	I	F	I	F		I	F
Frequent, High N-15	A	80.0	93.3	66.7	53.3	26.7	46.7	66.7	86.7	P	46.7	53.3
	QA	0.0	0.0	6.7	13.3	6.7	20.0	0.0	0.0	QP	0.0	33.3
	M	20.0	6.7	20.0	20.0	46.7	33.3	33.3	13.3	M	6.7	13.3
	NE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	NE	0.0	0.0
	R	0.0	0.0	6.7	13.3	20.0	0.0	0.0	0.0	N	6.7	0.0
Resistors, Non-vol. N-5	A					40.0	80.0			P	---	60.0
	QA					40.0	20.0			QP	---	0.0
	M					20.0	0.0			M	---	0.0
	NE					0.0	0.0			NE	---	20.0
	R					0.0	0.0			N	---	20.0
Infrequent, Low N-5	A	80.0	80.0	80.0	80.0	20.0	60.0	60.0	40.0	P	60.0	80.0
	QA	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	QP	0.0	0.0
	M	20.0	20.0	20.0	20.0	60.0	40.0	40.0	60.0	M	0.0	20.0
	NE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	NE	0.0	0.0
Resistor. Non-vol. N-1	A					100.0	0.0			P	---	100.0
	M					0.0	100.0					
Mixed N-5	A	60.0	80.0	80.0	80.0	40.0	60.0	40.0	60.0	P	80.0	60.0
	QA	0.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0	QP	0.0	20.0
	M	40.0	20.0	20.0	20.0	40.0	0.0	60.0	40.0	M	0.0	20.0
	NE	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	NE	0.0	0.0
	R	0.0	0.0	0.0	0.0	20.0	20.0	0.0	0.0	N	0.0	0.0
Resistors, Non-vol. N-4	A					25.0	100.0			P	---	100.0
	M					75.0	0.0					

[a] A-accepting
QA-qualified accepting
M-mixed
NE-neutral
R-rejecting

[b] P-positive
QP-qualified positive
M-mixed
NE-neutral
N-negative

ones to collapse all experiences into a single classification.

Data for the three groups are more similar in all categories of attitudes and feelings than one might have expected in light of the reported differences in previous inter-ethnic experience. However, some differences of interest can be observed among the groups. Those with frequent, high quality experience expressed

-more accepting final attitudes and feelings toward self

-less accepting attitudes and feelings toward own ethnic group initially and finally

-least accepting final attitudes and feelings toward other ethnic groups

-more accepting final attitudes and feelings toward people in general

-less positive initial and final attitudes and feelings toward M 300.

The mixed experience group appears more accepting initially toward other ethnic groups. The reader will recall that in each of these cases, frequent, high quality inter-ethnic experience is a recent occurrence in the individual's life.

Table 3 provides additional information about participants' previous inter-ethnic experience. For the most part, patterns reflected in the table are congruent with what one would expect based on the definitions of the categories. It is interesting to note that almost half (45%) of the group reporting frequent, high quality inter-ethnic experience evaluated the contacts as neutral, mixed or negative. In the group reporting infrequent, low quality inter-ethnic experience, a larger proportion evaluated the contacts as neutral leaving fewer to give positive and mixed evaluations.

Table 3

Numbers of Other Ethnic Group Persons Contacted and Individual's Evaluation of Contact

	Numbers Contacted[a]	N	%	Evaluation of Contact	N	%
Frequent, High N-20	many:	10	50.0	positive:	11	55.0
	some:	9	45.0	neutral:	2	10.0
	few:	1	5.0	mixed:	6	30.0
				negative:	1	5.0
Infrequent, Low N-6	many:	0	0.0	positive:	2	33.3
	some:	3	50.0	neutral:	3	50.0
	few:	3	50.0	mixed:	1	16.7
				negative:	0	0.0
Mixed N-9	many:	4	44.4	positive:	5	55.6
	some:	5	55.6	neutral:	2	22.2
	few:	0	0.0	mixed:	0	0.0
				negative:	2	22.2

[a] few-less than 10
some-from 11-100
many-more than 100

4. For students expressing both accepting initial attitudes and feelings toward people in general and accepting initial attitudes and feelings toward other ethnic groups, as revealed in personal interview and selected attitude measures, what is the nature of any changes observed when initial and final attitudes and feelings toward people in general and toward other ethnic groups are compared?

From the group of 25 for whom complete data exist, only 5 individuals initially expressed accepting attitudes and feelings toward both people in general and other ethnic groups. Of these five, three remained accepting toward other ethnic groups, and all five remained accepting toward people in general. Of the two who did change attitudes and feelings toward other ethnic groups, the change was slight--from accepting to qualified accepting.

5. What is the nature of the changes observed when initial and final attitudes and feelings toward other ethnic groups, as revealed through personal interview, journal entries, essays, and selected attitude measures, are compared with initial and final inter-ethnic behaviors as revealed through personal interview and selected instruments?

Eight students of a possible 25 (32%) reported changes in inter-ethnic behaviors--seven becoming more positive and one becoming less positive. All 17 of the students who remained unchanged reported positive inter-ethnic behaviors. However, changes in behaviors were not necessarily associated with changes in attitudes and feelings. For the seven students with positive behavior changes, three also expressed more positive attitudes and feelings, three expressed no attitude change, remaining mixed, and one person expressed less positive attitudes and feelings. The individual describing less positive behaviors experienced no attitude and feelings change, remaining accepting. If attitudes and feelings are considered first, seventeen students expressed attitude changes--thirteen more accepting and four less accepting. There were few corresponding behavior changes reported--only three cases of more positive behaviors among the thirteen with more accepting attitudes, and one case of more positive behaviors among the three individuals expressing less accepting attitudes.

Data concerning inter-ethnic behaviors was based largely on responses to hypothetical situations, and a small number of paper/pencil instrument items from the pretest and posttest. The data here raise a question about the credibility of self reports of imagined behaviors. Data gathered by direct observation was

impossible to collect for this study, but would have been stronger and would have inspired more confidence in the conclusions. Also, one suspects that the period of time from January to early May is a short one in which to expect marked behavior changes to occur.

6. Comparing the initial and final variables of the five students who changed most and the five students who changed least, regardless of the direction of the change:

a) what are similarities and differences observed among the five who changed most on the variables studied?

b) what are the similarities and differences observed among the five who changed least on the variables studied?

c) what are the similarities and differences observed among the data for the two groups of students?

Table 4 presents the similarities and differences which were disclosed by comparing the two groups as well as those within each. The reader is reminded that total change was considered--not just positive changes in terms of course goals. More than the five students specified appear in each category because some students had equal change scores. Differences which may be observed include:

-most changed group had more individuals achieving higher levels of knowledge of multicultural education

-most changed group expressed more positive initial attitudes and feelings toward M 300

-most changed group remained less accepting toward other ethnic groups than the least changed group

-least changed group reported more frequent, high quality previous inter-ethnic experiences

Table 4

Comparison of Most and Least Changed
(Reported in %)

Variables:		Most N-6 initial	Most N-6 final	Least N-8 initial	Least N-8 final
Knowledge	Low	100.0	0.0	75.0	25.0
	Average	0.0	16.7	0.0	50.0
	High	0.0	66.7	0.0	0.0
	Incomplete data	0.0	16.7	25.0	25.0
Experience	Frequent, high	66.7	---	100.0	---
	Infrequent, low	33.3	---	0.0	---
Behaviors	Positive[a]	50.0	100.0	87.5	100.0
	Mixed	50.0	0.0	12.5	0.0
Attitudes/ Feelings	Self				
	accepting[b]	67.7	100.0	87.5	100.0
	mixed	33.3	0.0	12.5	0.0
	Own Group				
	accepting	50.0	50.0	87.5	87.5
	mixed	50.0	50.0	0.0	0.0
	rejecting	0.0	0.0	12.5	12.5
	Other Groups				
	accepting	0.0	66.7	50.0	75.0
	mixed	83.3	33.3	25.0	25.0
	rejecting	16.7	0.0	25.0	0.0
	People, general				
	accepting	33.3	66.7	87.5	87.5
	mixed	66.7	33.3	12.5	12.5
	M 300				
	positive	66.7	83.3	25.0	87.5
	mixed	0.0	16.7	12.5	12.5
	negative	16.7	0.0	12.5	0.0
	no data	16.7	0.0	25.0	0.0

[a]Positive and qualified positive combined
[b]Accepting and qualified accepting combined

-least changed group reported a more positive pattern of inter-ethnic behaviors

-least changed group expressed more positive initial attitudes and feelings toward self, own ethnic group, other ethnic groups, and people in general.

The data also exposed similarities:

-all students in each group reported positive final inter-ethnic behaviors

-all students in each group expressed accepting final attitudes and feelings toward self

-in each group there was a similar balance between persons expressing accepting and persons expressing mixed final attitudes and feelings toward other ethnic groups and toward people in general

-in each group there was a similar proportion of students stating positive final attitudes and feelings toward M 300.

Summary and Tentative Conclusions

A time-consuming process for data collection and analysis has produced detailed descriptions of 25 pre-service teachers who were receiving training in multicultural education. Partial descriptions were created for an additional 13 pre-service teachers--"non-volunteers" and "resistors" who were receiving the same training in multicultural education. The study focused on how these individuals resembled and differed from one another at the beginning of M 300, "Teaching in a Pluralistic Society," and how they responded differently to that learning opportunity. Patterns of similarities and differences among the individuals were described. While the data await a more thorough examination and analysis with particular attention to interesting cases, tentative conclusions are derived from the preliminary findings presented previously.

Hypotheses Suggested to Explain Differing Responses

1. As a group, males and females respond differently to multi-

cultural training experiences.

2. Students who enter multicultural training experiences with the most frequent, highest quality inter-ethnic experience perceive multicultural training to be of less value to them and respond less positively.

3. The fact that individuals appeared in the "mixed" category throughout the data suggests that it is not uncommon for persons simultaneously to hold directly contradictory views with respect to issues involved in multicultural education.

4. Students who gain the most knowledge of material related to multicultural education do not necessarily display more accepting attitudes and feelings toward other ethnic groups.

Implications for Training of Pre-service Teachers in Multicultural Education

1. Presentation of learning opportunities beyond the level of knowledge gain is necessary to affect the learner's attitudes and feelings toward groups different from the student's own group.

2. Some assessment of readiness for multicultural training including previous inter-ethnic experience and attitudes and feelings toward other ethnic groups should guide the planning of different learning experiences for students.

3. A different approach may be required to reach more reluctant male students.

4. More efficient and effective means are needed to make an initial assessment of degrees of readiness for multicultural training feasible.

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